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ABSTRACT

The California State Colleges at Fresno and Hayward were designated Project "Centers" for the operation of the project evaluated in this report. The "Centers" were authorized to develop experimental teacher education programs which would lead to more effective preparation for teaching disadvantaged children and youth. The primary objectives implied that the Operation Fair Chance staff was to be responsible for effecting change towards a vocational educational emphasis in both the elementary and secondary curriculum. While the goals were worthy, the operational procedures were unrealistic in terms of time and financing. Drastic modification of the original proposal yielded an experimental teacher training program with its roots embedded in the traditional credential programs offered on the campus of California State College, Hayward. [Not available in hard copy due to marginal legibility of original document; photographed for microfiche from best available copy.] (JM)

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OPERATION FAIR CHANCE

Hayward Center

CALIFORNIA STATE COLLEGE AT HAYWARD

Tudor M. Jones, Director

FINAL REPORT
PROJECT NO. ERD 495-65

OPERATION FAIR CHANCE

A project designed to improve the educational opportunities for culturally disadvantaged students by providing selected teachers with additional insights, techniques, and materials for more effective communication with these students, assisting them in making realistic vocational choices, and preparing them for more effective participation in economic, social and cultural activities, with special emphasis on occupational competence.

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U. S. OFFICE OF HEALTH, EDUCATION & WELFARE
Office of Education

September 1969

PROJECT TITLE

The Establishment of Two Centers to Improve the Preparation
of Teachers of Culturally Disadvantaged Students Emphasizing
Occupational Understanding Leading to Vocational Technical
Competence.

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education and Welfare, contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the Project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Project No. ERD 495-65

Tudor M. Jones
Director

September 1969

CALIFORNIA STATE COLLEGE
Hayward, Calif.

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PREFACE

On February 15, 1966, the U. S. Office of Education approved Project ERD-495-65, Under provisions of Section 4(c) of the Vocational Education Act of 1963, the U. S. Office of Education allocated \$1,265,787 of Federal funds to operate the Project for a three-year period. A grant of \$433,648 was made available to the Division of Higher Education, California State Department of Education, to operate the first year. Dr. Paul F. Lawrence, Chief, Division of Higher Education, initiated the proposal and served as Project Director during the first year.

The California State Colleges at Fresno and Hayward were designated Project "Centers" and were authorized to develop experimental teacher education programs which would lead to more effective preparation for teaching disadvantaged children and youth.

The basic organization of the Final Report is a departure from the usual format as required by the Office of Education. The reasons are explicit in the unique nature of the Project.

First, while Hayward and Fresno were required to work within some general guidelines, their programs were sufficiently different to require separate reports.

The Fresno Report, therefore, is included as a supplement and no attempt was made to consolidate descriptions or analysis of the two programs. For a detailed analysis and "evaluation" of the first year operation of Fresno and Hayward, the reader is referred to Report on the First Year Operation, produced under the direction of the late Joseph D. Lohman, Dean of the School of Criminology, University of California, Berkeley, and submitted to the U. S. Office of Education in December 1967.

Secondly, unanticipated budget curtailments and the subsequent decision on the part of the U. S. Office not to fund the second and third years, necessitated a modification of original program design, and the development of stop-gap attempts to evaluate carry-over effects of the training procedures.

It was not possible then to describe the "nature of the investigation", (A Methods Chapter) for the full three years. The last two years at Hayward had a distinctively different thrust which required separate chapters.

ACKNOWLEDGEMENTS

Several hundred persons were directly or indirectly involved in Operation Fair Chance during the three years which encompassed the Project. The understanding, interest, and cooperation of all of them was necessary and did contribute to whatever success the Project enjoyed, even though their names can not be listed here. Among those are the administrators, supervisors, teachers, and others in the participating school districts who contributed so much to the conduct of the program.

A number of persons participated in the initial stages of preparing the Project Proposal: Dr. Lewie Burnett, who played a vital role in drafting the proposal; Dr. Richard Sparks (Dean, School of Education, Fresno State College); an interdisciplinary committee of eight professors at Fresno State College and one of ten members at California State College, Hayward. The late Joseph D. Lohman, Dean of the School of Criminology at the University of California at Berkeley, assisted by Drs. James T. Carey and Paul Takagi, and a number of other educators and specialists who participated informally in an advisory capacity.

The Directors of the various units involved in Operation Fair Chance shared the primary responsibility for leadership in the organization and the administration and supervision of the Project: Dr. Lester J. Roth, Director of the "Fresno Center"; Dr. Edward G. Olsen, Director of the Hayward first year program; Joseph D. Lohman, Director of Project Evaluation, ably assisted by his deputy, Dr. Paul Takagi.

Last, but not least, is the leadership and assistance provided to the Hayward program when Federal funds were eliminated, particularly Dr. Albert Lepore, Dean of the College, California State College, Hayward; and Dr. Ellis McCune, President of California State College, Hayward.

CHAPTER I

INTRODUCTION

Background Information

The basic organization of this Report consists of a description and analysis of the Hayward Center's three-year experimental teacher education program identified as Project, Operation Fair Chance (OFC).

Project Rationale

As originally proposed, the project was expected to influence the traditional practices in preparing teachers to teach disadvantaged children and youth. As an example of the ambitious nature of the Project, the Director of the first year program published the following statement:

"Operation Fair Chance is a bold, three-year innovative Project in experimental teacher education now under way at two California State Colleges. It is designed expressly to help prospective and experienced teachers develop truly empathetic attitudes toward the culturally deprived, to find more effective ways of teaching disadvantaged children and youth and of working with their parents and community leaders, to emphasize realistic pupil orientation to the world of work, and to produce new learning materials in this area . . ."

The initiators of the Project cited evidence from a variety of sources that current practices in preparing teachers to teach disadvantaged children were not relevant and appeared to be detrimental to these children.

The research in this area suggested that:

" . . . the traditional teacher-education program is not effective in preparing teachers who are to work with culturally disadvantaged children. Teachers of the culturally disadvantaged children:

1. Do not understand them
2. Have misconceptions about their abilities
3. Are uncertain & incorrect about appropriate educational goals
4. Behave in ways which handicap rather than facilitate learning."²

¹Olsen, Edward G., "Teacher Education for the Deprived: A New Pattern" School and Society, Apr. 1, 1967, pp. 232-234, 1860 Broadway, New York, N. Y.

²Excerpt from the Project proposal, p. 5.

Therefore, the project was designed to accomplish what other teacher preparation programs failed to do - that is, produce teachers who were to become "sensitive to and intellectually comprehending of the particular needs of children from culturally disadvantaged homes."³

The Project was to be developed with some specifics in mind. For example, the proposers thought that the teachers in-training should be able to achieve distinctive skills of instruction which would be effective in working with disadvantaged youngsters. Further, the Project was to emphasize vocational education at all levels of instruction, K through grade 14, and to develop instructional materials appropriate to the education of the disadvantaged.⁴

Objectives and Goals

The primary objectives to be achieved in the Project were to produce behavioral changes in the teachers which would:

1. "improve teachers' understanding and acceptance of children whose backgrounds and behavior patterns are drastically different from their own;
2. improve teachers' ability to generate in such youngsters a real motivation to learn through greater creativity and skill in the design and use of novel and specialized teaching tools, methods, and techniques;
3. create and maintain learning situations which will lead students to realistic vocational objectives, effective preparation for an occupation, pride in workmanship, and confidence in their ability to succeed in the vocations of their choice;
4. increase the teacher's utilization of the possible contributions of all agencies in the community which usually become involved with such youngsters during their lifetime;
5. increase the receptivity and capability of the participating school systems to implement and activate the new learning of teachers."⁵

³Op. cit., p. 8

⁴Ibid., p. 9

⁵Ibid., p. 5

Further, it was proposed that the Project would focus on vocational education goals -

"In planning for the achievement of the Project objectives, it is essential that the program of vocational development begin at the earliest possible time - even in the elementary grades. The content of instruction; the methods, techniques, and materials of instruction; and programs of testing, evaluation, and guidance will be developed accordingly."⁶

Expected Outcomes

The emphasis on occupational development was supposed to achieve the following:

1. The student will develop an understanding of his own abilities, needs, and attitudes relevant to vocational choice and continuing vocational preparation.
2. The student will possess useful knowledge and skills in a specific non-professional field of work.
3. He will develop the concept of economic productivity for both personal and social goals.
4. He will possess knowledges of a general nature which are important to all individuals and basic to success in an occupation.
5. He will possess knowledges of a general nature which are important to all individuals and basic to success in an occupation.
6. He will possess information about occupations, their dynamic character, requirements, and environments.⁷

Indirect results which were expected from this Project included:

1. A significantly higher percentage of successful students from among the culturally disadvantaged.
2. Substantial changes in their attitudes about school, including greater enthusiasm, more diligent study, increased learning, better attendance, and greater productivity as adults.
3. A significant reduction in the number and nature of disciplinary cases among the culturally disadvantaged.

⁶ Ibid., p. 7

⁷ Ibid., p. 6

4. Increased student achievement, particularly in the basic skills of communications.
5. Improvement in the self-concept of such students.

Certain indirect results were expected because of the special emphases in this Project. As an example, it was expected that there would be (1) more effective communication between teachers and students, and (2) adequate preparation of students for vocational and technical occupations. According to the proposers, teacher inadequacy in the above two areas was among the main reasons for teachers' feeling of frustration while working with culturally and economically disadvantaged students and their desire to seek positions in less frustrating environments. Greater competency in these two areas was expected to ameliorate the problem of frustration and turnover.

Finally, it was proposed that "one of the main objectives of the Project is to provide a "fair chance" for culturally disadvantaged youth to receive an education that is geared realistically to their vocational, cultural, economic, and social potential."⁸

Program Prospectus

Specific details involving program goals and content, administration and organization, evaluation goals, job specifications, trainee selection and methods of materials production were built into the proposal. The following is a brief summary of what was expected in the Project.

General Guidelines were specified in order to provide a focus for each Center. Those were stated as:

- "1. Emphasis will be placed on "Vocational Education" at all levels of instruction (K - 14) and appropriate to each level.
2. Emphasis will be placed on "internship service" as contrasted with more traditional teacher-training programs.

⁸ibid., p. 7

3. Programs will involve both pre-service and in-service teacher education.
4. All teachers and teacher candidates involved in the training program shall become much better informed about non-professional jobs; the types of employment that are available; the physical, mental and psychological requirements of various jobs; the techniques and procedures to be used in securing employment in desirable jobs.
5. All teachers and teacher candidates in the program shall become informed and personally acquainted with the personal, social, and cultural characteristics of disadvantaged youth and learn to communicate effectively with them.
6. Special effort will be made to involve schools and school districts, community agencies (State Employment Service, welfare agencies, public health services, etc.), chambers of commerce, labor unions, and other agencies, associations, offices, and individuals whenever feasible and to the extent that is practical.⁹

Administrative structure was specified to include the California State Department of Education; University of California, Berkeley; Fresno and California State, Hayward. Each agency was to have definite assignments and be responsible for its own program of activities. Advisory Boards (local and State) were to be organized to assist in the development and coordination of the programs at each of the College Centers.

Very definite details of Evaluation design were specified, for example: the design was to include a method of measuring teacher attitudinal change in six different areas (see proposal outline).

Program goals and content at each College Center were described. The Hayward program was to include the following features:

- A shift from traditional course work to clinical experiences.
- Community work including tutorials, volunteer experiences in social service agencies and conducting surveys.
- School district personnel involvement in planning and implementation
- School district participation in action research and instructional materials production

⁹ Ibid., pp. 8-9

- vocational counseling and curriculum development in the participating school districts.
- building of healthy self-concepts among the disadvantaged through success-oriented programs.
- summer workshops for in-service teachers.

The Hayward program was to be divided into three general phases or stages. (1) the design or planning stage, (2) the operational stage, and (3) the closing or wind-up stage.

Summary

An experimental fifth year teacher education program was proposed and accepted by the U. S. Office of Education. The proposal described, in detail, the rationale, and the Plan of Operation of a program designed to prepare teachers to work more competently with culturally disadvantaged children and youth. It was the product of cooperative planning by faculty members of the California State College, Hayward; members of the California State Department of Education Project Office, under the direction of Dr. Paul F. Lawrence; School of Criminology, University of California, Berkeley, under the direction of Dean Joseph D. Lohman.

The Project objectives were highly abstract verbalizations of the need to change not only the current practices of teacher training institutions, but also to change attitudes and values of both in-service and pre-service public school teachers and administrators. The primary objectives implied that the OFC staff was to be responsible for effecting change towards a vocational education emphasis in both the elementary and secondary curriculum.

Expected outcomes as a result of participation in this Project were spelled out in the accepted proposal. These cut across all levels of personnel and agencies. For example, youth would develop an understanding of their own abilities, needs and attitudes relevant to vocational choice and

continuing vocational preparation; teachers would persist longer in "disadvantaged" schools; teacher-trainees would change in their "negative" attitudes toward minority children; administrators would seek to change the status quo of administrative structure in the schools; and lastly, positive changes in teacher preparation were expected to take place in the State College Teacher Education Departments as a result of the OFC experience.

Finally, a complete plan of operation for a program of teacher education was described and methods of implementing the Project proposal objectives were suggested. A Project with so many worthy goals to be achieved in such a brief period of time could be expected to suffer grievous stresses and strains. Some problems of program development are recounted in the next chapter.

CHAPTER II

Organization and Administration

Initial Planning and Staffing

The Project was originally proposed to the Division of Education at California State College, Hayward, in the Fall of 1964. Eighteen months elapsed before the proposal gained approval, having undergone several rewrites in the interval. When funding was apparent, the President of California State College appointed a faculty committee to be chaired by Dr. Lewie Burnett, Head of the Division of Education. After the Project was funded on February 15, 1966 Dr. Burnett became Acting Director. Other faculty members of the committee met continuously throughout February, March and April for purposes of preliminary planning.¹ Dr. Burnett called upon the group to focus on a series of questions raised by the U. S. Office of Education Program Officer (Dr. Otto Legg). These questions are summarized as follows:

1. What are the three phases of the Project?
2. What personnel will be needed during each stage?
3. What will be the job description for each position?
4. How will the teacher educators at California State be selected and prepared?
5. What will be the role of advisory committees at this Center?
6. How will the teacher education program for pre-service candidates differ from the regular or existing program?
7. What will be done with the in-service school personnel, particularly for changing attitudes, understandings, and practices?
8. What will be done with occupational information and the change of pupil attitudes about the world of work at the several school levels - elementary, secondary, and junior colleges?
9. How will the materials used in this project differ from those in the Fresno area?
10. What is planned for the families of the disadvantaged children?
11. How do the disadvantaged populations of greater Hayward area differ from those in the Fresno area?
12. In what ways will community agencies be involved?
13. What will be done during the planning months, January through August?

¹ Operation Fair Chance, Report on the First Year Operation, Lohman, Joseph and Paul Takagi, Regents of the University of California, December 1967.

² Burnett, Lewie, memo to Paul Lawrence, March 1966. See Appendix A.

Several program details were agreed upon by the planning staff. The following is found in a document developed by the Acting Director:

1. Job descriptions
2. Selection of teacher educators
3. Role of the advisory committees
4. Unique characteristics of the training program - e.g. clinical vs classroom approach.
5. Direct involvement of in-service professionals in the planning.
6. Use of instructional materials in the participant schools.
7. Agreement to develop "appropriate" instructional materials for the disadvantaged.
8. Development of communication techniques with the families of the disadvantaged youngsters.
9. Involvement of community agencies.
10. A time table for accomplishing the following:
 - a) Action research centers in public schools to be identified.
 - b) Teacher educators to be selected.
 - c) Project director to be appointed.
 - d) Research design to be proposed and approved.
 - e) Materials production to begin.
 - f) Community agencies to be identified.
 - g) Criteria for selection of trainees to be established.
 - h) Evaluative instruments to be secured.
 - i) Dissemination of findings to public schools.³ *

However, progress in meeting the time table and implementing program details was not apparent. Dr. Burnett issued a memo urging the staff to move more rapidly toward decision-making.⁴

In April, Dr. Edward G. Olsen was appointed Director, but Dr. Burnett continued for four or five months to meet with the OFC staff, contributing to Project Organization. Planning sessions continued throughout the Spring and Summer months under the direction of the new Director.

These planning sessions apparently revealed basic differences among the staff and the new director regarding the basic character and thrust of the project. The Director thought the project should be global in concept while his staff members were thinking in terms of separate research tasks to be

³ Ibid., (*Much of the action listed was to be well under way by June 1966.)

⁴ Burnett, Lewie, memo to OFC staff, March 7, 1966.

conducted concurrently in several school districts.⁵

Previous planning commitments such as those proposed by the Acting Director and the original staff apparently were disregarded during this stage of planning.

Later, the Director was able to report that the staff had agreed to the following program concepts:

- "1. The Project through its work with several cooperating school districts will seek to be both comprehensive (broad-front, action-research demonstrations) and intensive (a few in-depth controlled, objective research studies related to the comprehensive effort).
2. Individual part-time staff members shall be entirely free to work within the Project, as defined, in ways and areas wherein they feel competent and comfortable - they will not be asked to do otherwise.
3. College teaching/research and Project-time commitments will be adjusted accordingly.
4. Several full-time staff members will be employed to begin work July 1 or later."⁶

Staffing

By early summer, two of the original staff returned to full-time teaching and others were employed to round out the staff. The Second Quarterly Report described the new staff in the following terms.

⁵ Olsen, Edward G., Quarterly Report No. 1 (Period Feb. 15 - May 1) p. 2

⁶ Ibid., p. 3 (Job descriptions in the written proposal were eliminated or changed.)

"The Staff - this interdisciplinary staff includes specialists in community relations, intergroup education, research methods, elementary and secondary school educators, child growth and development, vocational education, curriculum, learning materials, teacher education and secretarial services."⁷

TABLE OF ORGANIZATION

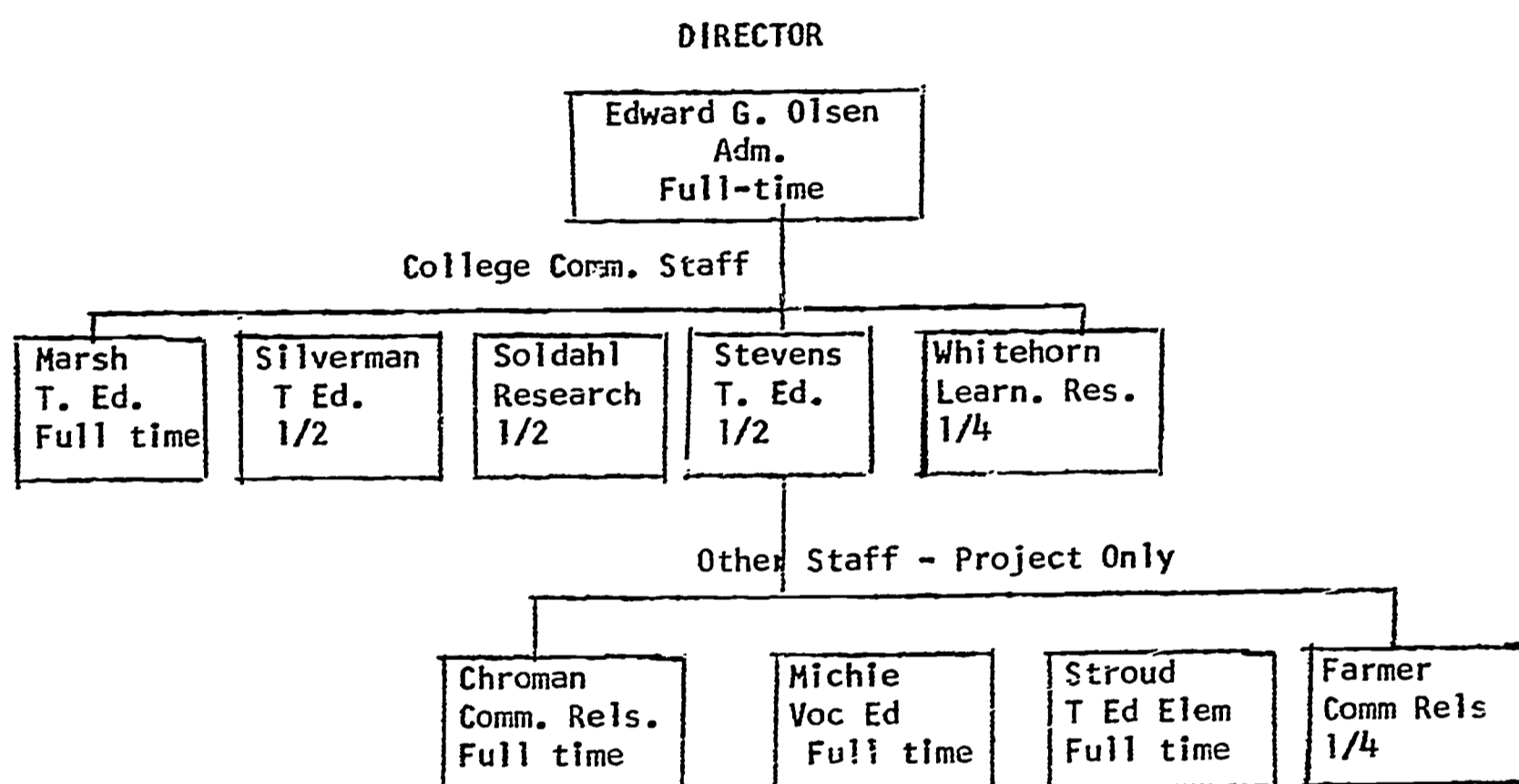


Chart 1

It is to be noted that the Director admitted in the Second Quarterly Report that he had agreed to administer the Project on a peer basis. His statement follows:

"all major policy decisions are made by staff as a whole, through consensus following whatever group discussion and analysis is required for them. In staff meetings, the Director serves as technical chairman to facilitate the session, but in the decision-making process his voice is only one among the others."⁸

⁷Olsen, Edward G., Quarterly Report No. 2 (Period June 1-Aug. 31, 1966) p 1

⁸Ibid., p. 2

Planning the Program

In addition to matters of organization, administration, and staffing, actual program design was an important feature of the first year's activity.

That it did not proceed as rapidly and as efficiently as was expected may have been due to the inherent difficulty of translating highly abstract goals into an exciting experimental program. As an example, an objective stated in such general terms as: "To improve teachers' understanding and acceptance of children whose background and behavior patterns are drastically different from their own" could be interpreted as a charge to modify in a significant way the basic personality of a teacher trainee. Obviously, other interpretations could be applied. Goals, thus stated, were to continue to hinder effective program implementation and evaluation throughout the three years of the Project.

One other factor which may have contributed to difficulties in planning is the number of "transgential goals" expected from the Project by some of the principals involved in the original planning. Examples are presented as follows:

Dr. Lawrence, initiator of the original proposal, stated in a Project meeting that a major thrust of the Project was to get the teacher training institutions to change; to take up the option provided for them by the State Legislature and the Board of Education.⁹

The Director of the Hayward Center, Edward Olsen, thought that the Project had a sixth goal and that one was "to design and demonstrate new patterns and programs of pre-service and in-service teacher education. Olsen felt that a "grand strategy" was needed in order to implement the five objectives.

⁹Notes from the joint meeting of the Project on Evaluation, August 11, 1966 Hayward. Dr. Lawrence stated at the meeting that the mission of the Project's objectives of the need for change in the State Teachers Colleges, which had perpetuated the static situation in teacher education, was an oversight and this goal was "the most important of all."

Others in Sacramento and Washington stated their personal views of what the Project was supposed to accomplish. For instance, Dr. Otto Legg, the representative from the U.S. O.E. stated that the teacher of the disadvantaged "needs to be better informed about the world of work."¹⁰

Dr. Legg stressed the vocational goal of the Project. He stated that "kids need to know how to apply for a job, do simple math, and have some knowledge of jobs that might be offered to them."¹¹

In effect, this forced the planning staff to think in terms of a dual focus - i.e. the Project needed to be concerned with a vocational format as well as the development of better college preparation of teacher trainees.

The Deputy Director, Emil Toews, listed two main goals for OFC: 1) a better relationship between the disadvantaged pupil and the school; 2) a vocational objective. In attempting to direct or focus the Hayward Center staff on the goals of the Project, Dr. Toews presented the following two questions to the staff:

How will the Project contribute to a more effective relationship between the disadvantaged youth and the school?

How will the Project help disadvantaged youth in obtaining gainful employment upon completion of high or junior college?

The above questions were supposed to serve as the bases for appraising the effectiveness of the entire Project.

In retrospect, it is not difficult to see that many people associated with this Project thought it might serve to solve all of education's perennial problems. Nevertheless, the Hayward staff finally agreed upon a design for a program in teacher education. It is to be noted that the basic idea,

¹⁰ Lohman, op. cit., p. 3.

¹¹ Ibid.

presented by the original planning staff, of building a design around independent research and experimental ideas, was no longer considered. What eventually developed, was a program devoted entirely along the lines of a demonstration teacher education project.

The main elements in the program (as originally conceived by the Hayward Director) included three major and interrelated emphases or "strands of experience": (1) community and school study, (2) large and small-group seminars, and (3) individualized reading and research.

A primary element in the Director's proposal was the workshop idea, to run continuously from October through December, 1966. The workshop was to meet bi-weekly and consist of seven two-hour sessions, with all school participants, plus community leaders and trainees from the pre-service program. After the workshop series was completed, new curricula materials could be produced, with the staff producing the instructional materials.

The Director wanted to set up human relations committees in the participating schools to deal with race relations. Such committees would maintain liaison with the Director and staff who, in turn, were to organize in-service training and special programs, beginning in September. This part of the program was never implemented due to the inability (or desire) of the participating school districts to cooperate with the Project staff.¹²

The Program Design

The program design as agreed upon by the staff was presented as follows:

EXPERIENCE	JOB CORPS	COMMUNITY	SCHOOL
Seminar			
(Theoretical)		Methods - - -	
Fall Program	1st Semester	Spring Program	2nd Semester

Chart 2

¹² Ibid., pp. 21-22

The first several weeks of the pre-service training was supposed to emphasize orientation to a sub-culture and to the public school system. The trainees were to have the opportunity of seeing the totality of the Project through sessions at the OFC off-campus Center, and through visits to the Job Corps and to the participating schools and the perspective communities.

The trainees were then to undergo a month of training at the Camp Parks Job Corps. There, they would engage in tutoring, counseling, and interact in recreational relationships with Corpsmen. Several weeks also were to be spent in the assigned school community, where the trainees would study the nature of the local "power structure", as well as the level of involvement of citizens in their educational, social, political, and economic lives. During the Spring semester, experience was to be gained in the schools, in curriculum development, student teaching, and in introducing into classrooms new insights which would have been gained from the Job Corps and other aspects of the training.

The "strands of experience" proposed by the Hayward Director was published as follows:

<u>Orientation</u>	(8 days)	Introduction to OFC purposes, program, procedures and resources.
<u>Community Study</u>	(2 weeks)	Supervised field study in a disadvantaged community as members of learning teams under staff direction. Candidates observe and participate in activities related to community living, including investigation of family patterns, peer influences, job opportunities, health conditions, welfare programs, race relations, the community's perceptions of its school policies and effectiveness, etc.
<u>Job Corps Participation</u>	(6 weeks)	Each candidate became a member of a Corps team at Camp Parks. There he assisted with class instruction, counseling, individual tutoring, recreational activities, production of teaching materials for these disadvantaged youth, etc. The chief purpose of the Job Corps experience is to acquaint each candidate with the attitudes of Job Corps members toward school & society.

School & Community
Involvement

(4 weeks)

Assignment to a specific "partner" school or school district. Under combined school and project staff supervision the candidate participated on a sustained and extensive basis in the full program of that school and its community's activities - helping develop curriculum, innovate changes in instruction, attended teachers meetings, school board and PTA sessions, civic organizations, conferred with parents, etc.

Student Teaching

(18 weeks)

During the Spring semester, candidates were expected to work intensively in a variety of teaching situations under careful supervision of 'master' teachers and also under direction of assigned OFC staff members who include California State College faculty supervisors of student teaching programs.

Summary Sharing

(1 week)

At school year's end all candidates were expected to come together as a group for five days of careful stock-taking and group appraisal of the year's program. Particular attention would be given to problems still felt and resources yet needed. In this final evaluative period the OFC staff would have the opportunity to counsel individual candidates concerning their continuing preparation, and also to discover ways through which the next year's OFC program could be improved.¹³

Teacher Candidates

The staff established basic criteria for candidate acceptance. In addition to regular requirements already established for graduate standing and admission to the professional teacher preparation programs at the California State College Hayward, Operation Fair Chance candidates were expected to:

1. Volunteer their participation and be committed to the Project goals.
2. Possess a liberal education foundation
3. Be willing to undertake a rigorous experimental program, which includes intensive community involvement and teaching-tutoring with Job Corpsmen and other disadvantaged youngsters, as well as in adult education programs in deprived areas.

¹³ Olsen, Edward G., Quarterly Report No. 3 (Period Sept. 1 - Nov. 30, 1966) pp. 7-8.

The Project actively recruited teacher candidates. Eventually some thirty-two applicants were accepted, thirty of whom began training on Sept. 28, 1966. (Demographic data on the first year candidates can be found in the First Year Report - University of California).

School and District Participation

By September, final agreements on participation were reached with the selected schools. Criteria for the selection of school districts were developed which included the following conditions.¹⁴

Restrict to disadvantaged school-community areas identified as such by district superintendents.

Include diverse ethnic groups: Negro, Spanish-culture and whites.

Sample districts by size and economic base.

Cover academic levels: elementary, junior high and senior high schools*.

Avoid districts which largely duplicate others, or which are involved in school-community tension situations.

The school districts and agencies finally selected were as follows:

Berkeley Unified School District
Emery Unified School District
Hayward Unified School District
New Haven Unified School District
Oakland Public Schools
Richmond Unified School District
Camp Parks Job Corps.

Curriculum and Instruction

Many hours of discussion and planning went into the task of integrating the professional education content into seminar blocks. The Director stated in a teacher education guideline memo that the following was to take place in the Fall:

¹⁴Olsen, Edward G., Quarterly Report No. 1 (Period Feb 15 - May 1, 1966) p. 4.

* The original proposal mentioned that coverage was to extend to the junior college. There is no evidence to indicate that the staff seriously considered this level of education in its curriculum and teacher education planning.

"Students are to register for 10 - 15 units each quarter in blocks of courses. Each block is to blend Education Foundations, Curriculum, Methods and field experiences. Discrete courses and classes are not to be given. Participants are to follow individual study plans. The participants are to be formed into learning teams of five to seven members each for field assignments, campus seminars, and group study. One full-time college professor is to guide the activities of the three leading teams."¹⁵

Further directives on instructional procedures and curriculum development were issued to the staff and to the public by the Director. The following was included in the Third Quarterly Report:

Curriculum objectives would -

- a. Ask the candidates to identify in writing the specific kinds of professional competencies (cognitive, affective, and motor) they think they will need to be effective teachers.
- b. Add to their composite listing any other important abilities overlooked by them.
- c. Consider those competencies to be program objectives.
- d. Group them within broad fields or areas of work such as Acculturation Process, Child Growth and Development, Learning Theory, Curriculum, Materials, etc.
- e. Conduct weekly general seminars for all candidates on sub-topics within each broad field, e.g. Acculturation Process: Role of the Family, Culture of Poverty, Race and Racism, Roots and Dynamics of Intergroup Prejudice, etc.
- f. Organize more specific problem-centered seminars within the partner school districts for the candidates and supervising teachers in those districts.
- g. Develop, during the second semester of the school year, special grade-level and subject-field seminars for concerned candidates, e.g. primary reading, middle-grade science, junior high school activities, etc.
- h. Sponsor a monthly lecture series with prominent speakers during the period January - May. Invitations will be sent to all Cal State College faculty members and to cooperating teachers, supervisors

- i. Stimulate extensive and intensive self-directed reading programs by the candidates.
- j. Provide for frequent individual counseling and/or tutorial conferences with staff members throughout the year.¹⁶

The Community Experience part of the curriculum was described in the following manner:

- 1. Basic assumptions for using the deprived community as a base of operation for the candidates:
 - a) to provide candidates the opportunity to study the environmental and socio-psychological factors that influence the disadvantaged child.
 - b) experiences gained in the community will provide candidates with a practical frame of reference for working with the disadvantaged child.¹⁷

Expected community activities were to include the following:

- 1. The community will be the home base in this program.
- 2. The selection of candidates to work in the community will be made by cooperative agreement of staff and candidates, but placement of the candidates will be a staff decision.
- 3. The placement may or may not be in the same community where candidates will later work in a school setting for teaching experiences.
- 4. Staff will make the necessary initial arrangements for the candidates and be responsible for maintaining good relationships with concerned community agencies.
- 5. The program will be problem-centered, with the candidates functioning as a team from the community agency.
- 6. With the approval of staff, the candidates will have the responsibility of deciding on a community-school related problem and planning the activities around this problem.
- 7. OFC staff will supervise the candidates who are placed in the community.

¹⁶ Olsen, Edward G., Quarterly Report No. 3 (September 1 - November 30, 1966) p. 18.

¹⁷ Operation Fair Chance, "Community Experiences for Teacher Candidates" mimeo, July 1966. (See Appendix A).

Summary

The first phase of the Project was devoted to preliminary organization and the planning of an experimental program in teacher education. The staff and acting Director embarked on the task of identifying the basic elements of a program which would achieve the broad generalizations implied in the Project goals. A permanent Director was later appointed and five professional staff members were added to the original group. Apparently, this "new" staff experienced difficulty in coming to an agreement about the basic character and thrust of the Project. The director viewed the Project as having a "global" approach toward change in teacher education while his staff members wished to conduct independent research. Eventually, the staff did agree that the program would be both comprehensive (broad-front, action research, demonstration) and intensive (a few in-depth controlled research studies related to the comprehensive effort). The program design which emerged included three major and interrelated emphases or "strands of experience": (1) community and school study, (2) large and small group seminars, and (3) individualized reading and research. It is to be noted that many of the ideas and practices originally proposed were not incorporated in the program design.

Teacher trainees were actively recruited, but the response was disappointing. Only 32 came into the program and most of these were "picked off" the line during the Fall registration period. School districts were finally selected and certain broad principles of curriculum development and instructional procedures were publicized by the Director of the Project.

Finally, the rationale for the community experience was described. The program was ready to go into operation in the participating school districts, Camp Parks, and the neighborhoods of Richmond, California.

CHAPTER III

HAYWARD PROGRAM IN OPERATION - FIRST YEAR

Organization and Administration

The basic plan of the program as explained in the last chapter, included community and school study. Early in September, liaison teams, consisting of two staff members for each team, were designated as the contacting link between the Project headquarters in Hayward and the four participating school districts, Job Corps, and North Richmond. The six liaison chiefs and the districts they were to serve are shown below:

Camp Parks Job Corps	Peter Chroman
North Richmond	Greene Farmer
Berkeley	Thalia Silverman
Emeryville	Jack Michie
New Haven	Welvin Stroud
Oakland	John Stevens

Other staff members were assigned as follows:

Learning Resources	Eugene Whitehorn
	Charles Worland
Research and Evaluation	Thomas Soldahl
	Lisa Barclay

The chiefs were also expected to direct the learning experiences of teacher candidates.*

According to the Evaluation Team's Report, instead of teams of staff members operating in the districts, only one person became identified with each of the training components. This was to lead to essentially four separate teacher education programs.¹

The Fall Program - 1966-67

The first feature of the training program was an eight day orientation period during which time the candidates were introduced to the goals of

*No mention was made at this time of an in-service training objective in the delineation of responsibilities for the liaison chiefs.

¹ Op. cit., p. 46.

Operation Fair Chance. They were also taken on a tour of the training sites (participating school districts). The schedule for the Fall Program is represented in Table 1. As originally planned, each candidate was to spend about two weeks in general orientation to the program, six weeks at Camp Parks Job Corps, two weeks in North Richmond, and two weeks in the particular school district in which he planned to do his student teaching the following Spring.

Community experiences were to be the heart of the first year's program. The candidates started in the program by meeting people in neighborhoods rather than hearing lectures in the classroom, then moved into conceptual analysis and enrichment through seminars, readings, and discussions.

After the initial orientation week, the candidates were divided into two groups, one to become involved in first hand study of the North Richmond community, the other going to the Camp Parks Job Corps Center as participants there.

The community phase of the training program was described as follows:

North Richmond Program

"The candidates spent from two to four weeks of supervised field study in North Richmond, an isolated, low-income community of 5,000 people, 98% of whom are Negro. The area, two-thirds of it lying outside of Richmond's city limits, is isolated from the rest of the city by two railroad lines and a broad belt of heavy industry. It is about 60 blocks in size. Forty percent of all able-bodied men are unemployed. Among young men 18 to 21 years of age, 80% are out of school and unemployed. The yearly income for nearly 40% of the 1,800 families range from \$4,000 to under \$1,999. Forty-eight per cent of the families are on Welfare.

OPERATION FAIR CHANCE
CSC - Hayward

OCTOBER 1966
Revised

FALL TIME SCHEDULE

During the initial Orientation period candidates will be divided into two major groups for their field experience program. Frequent seminars and other events will continue to bring everyone together during the first semester.

GROUP	SEPT. 28- OCT 7	OCT. 10 - NOV. 18	NOV 21 - DEC 2	DEC 5-16 & JAN 2-13	
I	Orientation Program All	JOB CORPS (6 weeks)	RICHMOND (2 weeks)	SCHOOL DISTRICT (4 weeks)	
II	Candidates				
	in Hayward (8 days)				
		OCT 10-21	NOV. 17 - DEC 16 & Jan. 2-13		
		RICHMOND *2 weeks	JOB CORPS (6 weeks)		
		SCHOOL DISTRICT (4 weeks)			

Table 1

"The candidates' reactions to these experiences were enthusiastic. One said, "I had often heard people speak about the chronic, unemployed Negro male but it had never meant much to me until I walked into the pool hall. I saw a dull expression of defeat and anger on the faces of the men, some sitting, others leaning against the walls with hands in pockets. I felt a sense of their deep hostility against middle-class whites. The full meaning struck home. I was confronted with reality."

"Neighborhood House located in the center of the community was used as the home base for the candidates. Arrangements were made with the New Careerists and indigenous leaders of the community who had been hired as paraprofessionals to work and help the community with its concerns and problems, to give assistance and aid to the candidates during their involvement in the community. The candidates participated in tutoring programs, nursery school, recreation, social groups, meeting and talking with individuals, meeting families, attending community meetings and having seminar sessions. A tape on "True Education" by Felix Greene was used; Dr. Herman Blake, professor of Sociology, University of California - Santa Cruz lectured on the "Culture of the Negro Youth" and Dan Daniels, Employment Consultant Economic Opportunity Organization - Hayward, gave a speech on "Interacting with the Deprived Child,"

"The candidates met with staff members of agencies having direct impact upon the people of North Richmond. These were the Probation Dept., and the California State Employment Service, Richmond Office!"²

The Job Corps Program

At the Job Corps, the alternate group of candidates began preparations for participation as teaching aides in the corpsmen classrooms. The liaison chief presented the following sketch of the Fall

Most of the candidates visited the Automotive Vocational Area and watched their corpsmen in action at that section. The corpsmen felt very positive about this but many of the vocational instructors felt ill at ease with women in their shops and did not encourage their return.

In terms of our initial aims, our candidates experienced a degree of "culture shock." By this we mean they gained some insight into the world view of the corpsmen as well as their own value-structure and world view. Hopefully, we will be able to relate this experience to the next phase of our program and continue to build upon the insights they have gained at Job Corps.³

School District Participation

School District participation was considered the second component of the Fall program. This phase was designed to acquaint the teacher candidates with school and classroom procedures. One staff member was assigned to be OFC's liaison chief with each participating school district (Berkeley, Emery, New Haven and Oakland). All candidates were then assigned to one or another of the four districts.

Reports which follow provide brief overviews of the activities in each district during the Fall semester, 1966.

Berkeley Public Schools

"Columbus University Laboratory School, in Berkeley, under the outstanding leadership of Dr. Jerome Gilbert, has offered OFC candidates unique and diverse opportunities.

concerns is curriculum development and innovation. In addition to assignments with a master teacher, OFC candidates will continue to participate in community activities.

Seminars will be scheduled at Columbus School in which OFC candidates and staff members, Columbus School coordinators, the principal and as appropriate teachers, pupils, and parents will participate.

Mrs. Silverman, the OFC liaison person working with Columbus School has met with one first grade and two sixth grade teachers to explore ways in which positive attitudes toward the world of work could be developed by elementary school children."

Emery Unified School District

The four candidates in Emeryville have been exposed to a rather unique situation. They have been introduced to the "organization" through a new and different method. The early part of the four-week experience was spent shadowing administrators and getting an overview of the problems of the school as it relates to the community together with the internal problems not usually encountered by a teacher trainee. They have been involved in student conferences, parent conferences, teacher conferences and combinations of these which serve to help the candidate formulate a picture of the "whole". In addition to these conferences, candidates have participated in teacher meetings, board meetings, and public health meetings. They have had the opportunity to participate on a functional level with many of the agencies which work through and with the school.

Classroom observation has also been a part of the experience of the Emeryville candidates. They have had the opportunity to talk and work with children on an individual basis and one candidate in particular has been so enthusiastically accepted that she will doubtless be offered employment for next year.

The task of the OFC staff is now to review and to implement as many of the proposals of the Elmhurst staff as possible within the limitations of our resources. In order to improve our chances of implementing more of the Elmhurst proposals the OFC staff has agreed to recruit ten new teacher-candidates to begin their regular college student-teaching program at Elmhurst in the winter quarter 1967. Five OFC candidates are already scheduled to be placed at Elmhurst for their student teaching.

Our most important work at Elmhurst thus far has been the effort to solicit ideas from the teachers and counselors and then to use their ideas as the basis for our planning. The ultimate success of OFC at Elmhurst will depend on how well we are able to follow through on these ideas and achieve the educational goals defined by the Elmhurst staff.⁴

Spring Quarter Program

In January, 1967, all 29 candidates (one dropped out for personal reasons) began or continued supervised teaching in their assigned school districts. Each OFC liaison chief summarized in the Director's fourth Quarterly Report, the cooperative activities in his district; their edited reports follow:

Berkeley District - Columbus School

In early February, the seven OFC candidates at Columbus entered the teaching phase of their training.

The school's reading specialist agreed to the student teaching program. Every student designed an individualized program or contract. In addition to teaching responsibility in an assigned classroom, each student spends several hours during the week in some or all of the following activities:

According to the Project chief, the specific projects reflected some major attitudinal changes in the Emery faculty. Reports from the schools reflect a positive reaction to OFC candidates.

New Haven District - Union City

According to the New Haven District Chief, the district offered a fascinating arena for OFC candidates to observe the many aspects of the world of education. During this school year the district was having many internal problems such as: election of liberal board members, failure of school bonds, and very promising signs prophesying the recall of a rigid board member made up the political climate of the District. Candidates involved themselves in the following:

- observing a hard-fought battle between the basic educationalist and the more progressive thinkers of the community.
- attending teachers' meetings, observing the methods and tactics of the two major teacher organizations.
- teaching within a semi-self-contained classroom on the elementary level and taking over classes on the secondary level.
- working with individuals and small groups.
- participating in staff meetings within their specific school or department.
- group meetings: the "encounter group" led by the OFC community relations coordinator and seminars centered around specific problems confronted by the candidates in the classroom.
- observing in other schools.

The candidates were placed in three schools in the New Haven District; two elementary and one senior high school. Services to the district included:

- teaching assistance in some classrooms
- demonstration lessons
- in-service basic mathematics courses
- in-service workshop for the district (in planning stage)
- assistance to the social studies department in the high school
- suggestions for

3. Money management
4. Spelling - use of crossword puzzles
5. Team learning
6. Experiments in grouping."⁵

The candidates were assigned to the James Logan High School in New Haven School District. The chief reported the following:

"James Logan High School has a mixed population of approximately 1200 students and 68 faculty members and perhaps is one of the most exciting high schools in this area. Although this district is in the midst of an ideological controversy between the School Board and the school administration, the faculty has never lost sight of its fundamental role as teachers.

The social studies department asked the OFC candidates and staff if we would help evaluate their present program and suggest any areas in which greater participation and communication between students and teachers might occur. Their program was outlined for us at our initial meeting. Problems they have been having were brought out, the major one having to do with reading.

The faculty asked:

- 'How can we overcome this block toward reading?'
- 'What new technology if any could be used which would hold the students' interest, while at the same time would be applicable to the subject matter being discussed?'
- 'Can the same reading materials be used for Mexican-American kids and others who are not reading up to grade level? Or, would it be better to use bilingual materials for one and not the other?'

As a result of this initial involvement we began to have weekly seminars with

their world view so they can see alternatives in the present day society as well as the past as a mirror for the future?'

The Social Studies Department felt that if they could develop some systematic manner in which to get answers to these basic questions they would be able to build a more effective program for all students. Projects considered for the high school were:

- Open problem-centered seminars for students and faculty during school hours.
- Remedial reading classes using reading experts from California State College to help set up the program.
- Reading tutors for students who need help.
- Some candidate-teacher seminars to explore the difference in self-concept of Mexican-American middle-class youngsters and those from low-income communities.

OFC candidates were given the opportunity of trying some innovative approaches to one class - 32 students, average age 16, lowest academic students in the school, ethnic origin primarily Mexican-American. The candidates, along with the regular social studies faculty planned a series of approaches and objectives. To implement these, our candidates were given the responsibility of the class for approximately six weeks. The class was split into two groups with each half having two OFC candidates as their teachers."⁶

Oakland District - Elmhurst Junior High

The Oakland liaison chief's candid report of the Spring semester activities was described as follows:

"Since the seven regular OFC candidates and the seven Winter quarter Cal State entry candidates began working at Elmhurst in January, the OFC program has developed along several lines. The Elmhurst staff has been

Jobs - None of the 13 candidates at Elmhurst has yet been offered a contract by the Oakland District. Three of them will be teaching in relatively advantaged areas of Danville, Fremont and South San Francisco and one has accepted a teaching position with the Alameda County Juvenile Probation Department. There are of course, many reasons why particular candidates may or may not be offered a job in a particular district but the concern of all of the candidates with getting a job coupled with the fact that Oakland has not offered any of them a contract should certainly encourage examination of some of our practices and assumptions more thoroughly.

Assumptions made at Elmhurst were that if we endeavored to help the teachers do a better job in the school, if we looked for ways of trying out new practices and if candidates were given a large measure of freedom to initiate programs in cooperation with teachers, we might be able to bring about significant positive changes in the school as a whole, in classrooms and in individual students.

In the light of our experience, this assumption may have been unrealistic. Having been given much freedom, several candidates have stated that a more structured, directed program might have helped them to avoid some of the difficulties they have faced. There is no consensus on this among the candidates but there is general agreement that we should limit our commitments in the school so that we can concentrate more on the act of teaching and less on other ad hoc innovations and exciting new ideas.⁷

Year's End in the Districts

Throughout the rest of the Spring semester all candidates continued to work full-time as student teachers in Berkeley, Emeryville, New Haven and Oakland. In each district, the programs were directed by one OFC staff member. For a detailed description of the year's end activities in each of the districts, the reader is directed to the Fifth Quarterly Report.^{8</}

The instructional plan was to individualize the professional graduate-level preparation as much as possible. This was to be accomplished through the use of small learning teams of candidates, under the guidance of the interdisciplinary Project staff and through use of a wide variety of resources, persons, and materials. The traditional discrete courses in Educational Foundations, Methods and curriculum were to be replaced by problem-centered seminars reflecting and making conceptually meaningful the candidates' experiences in working with disadvantaged students and with people in poverty communities.

The seminar method of instruction was drawn up and accepted in principle by the staff. All candidates, the staff and the participating teachers were to meet monthly at the OFC off-campus center for the seminars.

The plan apparently was modified in actual practice. For example, there is little evidence to indicate that the participating schools became involved in any significant way with these seminars. Also, a different schedule and emphasis was later proposed. In his Fifth Quarterly Report, the Director described a series of bi-monthly professional discussions. Each of the discussions centered on a major area of current student concern. Topics and speakers included:¹⁰

"Discipline"	John Randolph & Gloria Ott Elmhurst Junior High School
"What's Innovative?"	George Wilkinson & Irene Sisler PACE Center, Alameda County School Dept.
"City Schools Experiment in Teaching Disadvantaged Children?"	Ben Willis Former Chicago Supt. of Schools
"Film-making with Mexican- American Children"	Betty McAfee OFC candidate
"Developing a Family Living Curriculum for Deprived High School Students"	Marilyn Turner OFC candidate

Other Methods of Instruction included:

Basic encounter group sessions

Workshops (Art for elementary teachers, etc.)

Public Lecture Series (Teaching in an Age of Revolt)

Informally organized seminars (liaison chiefs and candidates)

Learning Resources for the Project were many. The carefully selected library included several hundred volumes and pamphlets shelved in these categories:

American Education	Child Development
Teaching Process - General	Curriculum
People in Poverty	Personality, Learning & Instruction
Negro Americans	Counseling & Guidance
Other Minorities	Career Curriculum
Culture and Society	Language
School and Community	Prejudice & Discrimination
Teaching the Deprived	Children's Books

Two specialized bibliographies were prepared and distributed. One on Teaching the Deprived Child,

dealt with subject matter orientation with required attendance by the candidates. The other viewpoint stressed the experiential, i.e. "give the candidates an experience and see what happens."¹¹

In an attempt to find resolution of differences, the Director issued a number of communiques to his staff.¹² However, there is little to indicate that a unifying curriculum was ever developed in the first year. The evidence is fairly clear that diversity of curricula content predominated. This can be found in the individual reports of the program development in the respective school districts.

Plans for the Next Year

The Director reported in his Fifth Quarterly Report that a number of changes in program policy would be instituted for the 1967-68 program. These dealt with personnel role definitions, communications and publicity, recruitment of a new class of teacher candidates, evaluation procedures, orientation sessions, program improvements, and restatements of project objectives.¹³

The Director also proposed that a two-week program design workshop should be held in the month of June 1967. This would involve the participating school district personnel, community lay people, the OFC liaison chiefs, college supervisors, and several of the First Year candidates. The purpose of the workshop would be to detail the total OFC program for the next year, - "including integration of pre-and-inservice offerings, production of world of work materials and intensive trial of innovative teaching approaches and related community experiences."¹⁴

¹¹ Minutes of September 1966 staff meeting

Summary

The first year program for the Operation Fair Chance teacher candidates started with experiences working with disadvantaged youth in poverty communities and the Job Corps unit at Camp Parks. The candidates then moved into the participating school districts as observers and teaching aides. During the Spring, the trainees gradually took on greater responsibility for teaching disadvantaged children and youth. The combined experiences were to serve as the foundation for curriculum content.

Instruction in teaching methods, subject matter, urban sociology, educational foundations, etc. was handled through formal and (more often) informal seminars conducted by the liaison chiefs. Each liaison chief described the activities and instructional procedures which took place in the respective school districts. It is to be noted that the programs were fairly individualized and followed along lines in keeping with the particular interests and "styles" of the liaison chiefs.

The instructional methods incorporated in the program included public lectures, basic encounter group sessions, skill development workshops; curriculum content development was seriously attempted, but, never implemented. Part of the problem probably stemmed from the two divergent views of the staff. One view was that subject matter should dominate the educational process and the other stressed the experiential, i.e. the program should provide experiences for the candidates which would, in turn, constitute the basis for curriculum content development.

Plans for the next year's program were developed. However, because of a combination of factors (including the curtailment of Federal funds,) the second year changed emphasis and a new staff took over the responsibility of planning and implementing a teacher education program for the disadvantaged.

CHAPTER IV

EVALUATION - FIRST YEAR

Background Information

From its inception, evaluation was to constitute one of the most important provisions of the Project. Rather than to expect persons involved in the program to evaluate their own work, it had been agreed that an independent evaluation could be more objective and more useful. The School of Criminology, University of California, Berkeley, accepted this responsibility. An evaluation team was designated and it was provided autonomy in determining the tools, techniques, and procedures in evaluating the outcomes of the Project.

"Inside evaluation" was also considered to be an integral aspect of the Hayward program. A battery of attitude, and knowledge inventory instruments was administered to all candidates upon entry into the program and also to a comparable group in the College's regular teacher credential program. (Both groups were to be retested in June, 1967, to determine possible differences in substantive and affective growth.

Staff was expected to make continuous evaluation of the whole developing program and also of each candidate's individual progress as a professional worker. Candidates were also expected to evaluate their own experiences based upon anecdotal journal entries.

"Follow-up evaluations" were to be undertaken the following year and in succeeding years in close cooperation with the school districts employing the candidates. Thus, the functional appraisal of the program's success was to be sought: How well do California State College, Hayward, Operation Fair Chance graduates perform as teachers in comparison with others credentialed through the conventional program?¹ Answers to this question could not be

¹ Operation Fair Chance, "Proposal for an Experimental Program for Teacher Certification: Elementary and Secondary, California State College, Hayward, October 1966.

sought as far as the "outside" agency on evaluation was concerned. Budget curtailments and the subsequent decision by the U.S. Office of Education not to fund OFC for the second year contributed to a drastic modification of the original evaluation plan.

The research design included a followup study of the first year's candidates. The evaluation prospectus stated:

"in which such important questions would be investigated, as for instance, the carry-over effect of the training, whether the candidates chose to select disadvantaged schools in which to teach, the problems encountered in the public school situation which might tend to impede the application of Fair Chance concepts, and so forth".²

This planned study was never implemented. The second year staff, however, attempted some mini-followup studies.

Certain "inside" evaluations were made by the staff and candidates and these will be reported in this Chapter. The second year staff's "stop-gap" methods of evaluating the first year will also be reported here.

Inside Evaluation

On the first day of the Fall 1966 quarter, the candidates were administered a battery of tests to establish baseline data prior to their involvement in the program. At that time the candidates were also given a questionnaire to ascertain demographic data and their perceptions about education, culture, and the disadvantaged.

The battery of tests was also taken by a control group of 45 candidates enrolled in the regular teacher education program of California State College, Hayward. The tests were readministered in May 196

Tests used were: Gough's Adjective Check List; Holland's Vocational Preference Inventory; California Psychological Inventory; Kelley Role Construct; and, Landis Value and Work Opportunity Scale.

Results of the pre- and post-testing are unknown since most of the collected data were not analyzed or interpreted.*

However, the director of the second year staff initiated an analysis of part of the test data in order to determine the effects of the first year training on the candidates.

Specifically, the Director was interested in checking the test data which related to the first project goal, i.e., "to improve teacher understanding and acceptance of children whose backgrounds and behavior patterns are drastically different from their own." This goal, of course, was a conceptual statement which needed to be translated into behavioral terms. Therefore, an assumption was made that the effectiveness of the Hayward Program could be demonstrated (at least partly) on the basis that the teacher candidates who completed the OFC program would:

1. Demonstrate significant awareness and acceptance of the values held by disadvantaged children, and
2. Persist in socially disadvantaged schools.

A mini-study was designed to test the first assumption. Persistence was checked by comparing Value Orientation scores of candidates with the type of teaching position they accepted.

* The U.S. Office of Education decision not to fund the second year forced the OFC State administration to transfer the remaining evaluation program funds into the general program budget.

Testing the First Assumption

To test significant awareness and acceptance of the values held by disadvantaged children, the Landis Value Scale was administered.³ The experimental variable was the participation of the group of teacher candidates in OFC. The criterion variable was the degree to which teacher candidates would perceive values and awareness of opportunities which are held by disadvantaged students. Experimental and control groups were used. The t-test between independent means was used to determine the significant level of the means between the groups as measured by the Landis Value Scale.

The findings did not conclusively indicate that the teacher candidates who participated in the first year changed their perceptions of the values or awareness of opportunities held by disadvantaged students. The only group of teacher candidates which showed a significant increase in its mean score between pre- and post-test on the Landis Value Scale was the group made up of the regular program elementary teacher candidates (control group) who were not exposed to the experimental variable (O.F.C.)⁴

One could conclude that participation in the first year program at Hayward did not have a significant influence upon the candidate's perception of the values held by disadvantaged students at least as measured by the Landis Value Scale. Persistence in disadvantaged school districts was more difficult to determine. However, statistics on placements revealed that 28 accepted teaching positions and 18 of these were in districts with high percentages of poverty income populations. There was no significant relationship between scores on the Landis Value Scale on employment in disadvantaged schools.

³ Landis, Judson, R., Value Orientation Scale.

The authors described other conclusions as follows:

1. A good grasp of subject matter, and a ready repertoire of methods may be essential for a teacher to get across the data to the youngster, but it alone does not seem to be enough for a good, interesting, and dynamic lesson to occur. Stated in another way, a good grasp of subject matter is essential but not exclusive for a good presentation. The teacher must also feel and project, in both a verbal and a non-verbal manner, his interest in the youngster as a person and as a competent learner.
2. It would be difficult, if not impossible, to state with any degree of certainty as to whether the OFC program is more or less effective as a teacher training program than is the regular College program. In both groups excellent and poor student teachers are found. Regardless of what group they were in, the similarity of teaching styles were comparable in both extremes. The higher frequency of the Excellent ratings among the College group raises some interesting questions concerning the Fair Chance program."⁸

Program Evaluation

Attempts to appraise the OFC first year program falls into two categories: (1) candidate and staff perceptions, and (2) outside agency judgments. Candidate perceptions concerning their expectations were ascertained at the beginning of the Fall Quarter 1966. Their ideas were recorded as follows:

1. Need some round table hours, small groups of 8 to 10 in each where they could discuss common problems, analyze tapes, books, etc.
2. Need help on general methods and common teaching problems.
3. There is a need for improvement of communications about changes of dates, meetings, etc.
4. There is a need for an opportunity to see school

Staff perceptions of the program were also recorded as follows:

1. Reduce the number of partner districts.
2. Reduce the number of staff members
3. Define objectives specifically, in teacher behavioral terms.
4. Involve the College in more ways and more depth.
5. Integrate better the pre-service and in-service program.
6. Implement the world of work commitment in all districts.*

Outside Evaluation - State Board of Education

At the suggestion of the State Director of Operation Fair Chance, Dr. Paul Lawrence, an evaluation team for the State Board of Education was invited to review the program being conducted by the Centers at Fresno and Hayward on April 4, 5, and 6. The complete report is included in Appendix A of this report. However, a few comments about the Hayward program from the Accrediting team will provide an example of an outside agency's impressions. They recommended:

- "1. Provide stipends or some form of financial support for candidates in the pre-service program.
2. Recruit candidates who will become specialists in teaching the disadvantaged.
3. Begin the community orientation program during the summer so that candidates can begin the fall term as interns in the cooperating schools.
4. Make sure that candidates are acquiring an adequate sequential body of knowledge and methodology.
5. Assure strong supervision by pairing candidates with well-qualified supervising (master) teachers.
6. Achieve more coordination and uniformity among the various "liaison chiefs" in order to permit proper evaluation and comparison with "control groups".
7. Achieve greater cultural diversity among the candidates who

9. Provide some preparation in methods and lesson planning - ~
10. Provide more opportunity for interns to meet with supervisors and to discuss problems, methods, techniques, and to compare experiences.
11. Strengthening the work with Mexican-Americans in the New Haven Schools, possibly by staff representation.
12. Using the community orientation as effective bases for the theoretical and cognitive aspects of the instructional programs of the interns.
13. Include in the program some preparation for the problems, frustrations, and conflicts which the candidates may encounter when they are "on their own."
14. Provide more built-in references to the vocational implications in the project.
15. Translate the objectives of the Project into measurable components.
16. Improve and enlarge the "sensitivity training" to include school district personnel.
17. Put greater emphasis on the production of instructional materials.

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The team closed its report with the following comment:

"The consensus of the evaluation team was that significant beginnings have been made in the development of the more effective teacher preparation program for schools in "disadvantaged" communities, and that they should be encouraged to continue. Considering the first year to be one of exploration and experimentation, the second year should be considered a critical one, and every effort should be made to encourage its success, including the provision of additional financial assistance."¹⁰

The major effort at outside evaluation, of course, was made by the School of Criminology, University of California, Berkeley. Their conclusions were indefinite. For example, in the section on "observations" the authors wrote the following statement:

development, instructional techniques, and research focus seriously hampered the development of a viable teacher education program. It appears that these differences were never settled and Hayward really developed four separate programs which operated in school districts under the direction of OFC liaison chiefs.

There is little evidence to indicate that any of the five project goals were actually achieved by in-service teachers, administrators, or the candidates themselves. There is data however, to suggest that given a proper amount of time and financing, the people involved in the project would be moving along the road to goal realization. Indeed, the documents released by the Director and his staff in the late Spring reveal the growing awareness and ability of the staff to translate primary objectives into methods, curriculum content, and instructional principles.* One year of program operation was simply not enough time to reconcile philosophical differences and settle on a basic program design.

Other factors entered the picture which forced a rethinking of the whole project focus. One of these came about in the Spring of 1967, when the Director was removed and a new director of the Hayward program was appointed. Another, was the obvious need to bring into central focus the autonomously operated teacher education program in four widely separated school districts. Lastly, input from the Evaluation Team's preliminary report, the candidates own impressions of the program and the staff's evaluation of the first year's activities indicated a need to concentrate efforts in one, or at the most, two school districts and to attempt fewer ambitious programs in those districts.

Events which took place during the summer and fall, 1967, would change the direction of the project.

*See Appendix for specimen copies of curriculum objectives, and instructional time scheduling plans for the second year.

CHAPTER V

HAYWARD PROGRAM - SECOND YEAR

Background Information

During the Spring semester, 1967, the U.S. Office of Education reduced the operating budget by forty-five percent. However, even before this event took place, the Director and staff had begun to plan the next year's program in relation to the known facts at the time. For example, the staff had available to it the "Report on the Evaluation of Operation Fair Chance" compiled by the Accreditation Team of the State Department of Education. Also, it had a preliminary report from the University of California, Berkeley, specifying the lack of effort in producing instructional materials. In addition to these, both candidates and staff members themselves had scrutinized their experiences for the first year and expressed a growing disillusionment with the whole project.

A number of documents were issued during this period which revealed the need to revise the program. The following are summary statements of program and personnel revisions recommended by the Director and staff:

1. Centralize the program and reduce the participating school districts to one or two districts at the most.
2. Reduce staff and specify role definitions.
3. Redefine objectives and evaluation procedures.
4. Develop a systematic curriculum¹
5. Continue working within blocks of time rather than in discrete courses.
6. Identify specific content for in-service workshops.
7. Attempt to produce vocational education materials.
8. Develop a research design for the Hayward program.

¹The Hayward Director proposed an elaborate curriculum guide fashioned after the Fantini model. The OFC staff members also presented curriculum plans for the second year (See appendix A)

The attempt to do too much was summed up by the Hayward Director in a memo to Dr. Lexie Burnett:

"This year we have had to simultaneously try to understand and work with each other, design and organize a many-facet program, teach candidates, and develop valid research. Next year we should certainly be able to operate much more smoothly and effectively."²

Administrative and staff changes were made with the appointment

Dr. Tudor M. Jones, Professor of Education, California State College, Hayward, as new director of the Hayward Center. The staff recommendations for the next year's program were considered and the following decisions were made:

1. Retain only three members of the first year staff (Stevens, Silverman, Farmer).
2. Employ two teacher educators
3. Locate the second year teacher candidates in a cluster of elementary and secondary schools in East Oakland,
4. Provide a dual focus (school/community experiences) for a full year in a recognized poverty area.
5. Utilize short term resource specialists to aid in the candidates' progress in teaching and community study programs.³

Initial Planning

During the early Summer of 1967, a new staff was assembled to plan the second year program. The professional backgrounds of the group provided strengths in elementary and secondary education, social welfare, industrial vocational education, psychological and sociological foundations of education, supervision and administration of internship

Dr. Takagi, Director of the Evaluation Team stated that the University of California's evaluation budget would not allow for panel or longitudinal research.*

A rationale for program design gradually evolved out of staff discussions and appeared to rest upon the following assumptions:

1. That teacher trainees must first acquire knowledge about and skill with children in general.
2. That teacher trainees will become more effective teachers if they are actively involved in their own training procedures.
3. That detailed knowledge and significant contact with the disadvantaged community will lead to greater empathy and desire to continue working with such groups.
4. That the achievement of personality variables of high "intellectual disposition" will lead to persistence in working in disadvantaged school districts.

The above assumptions seemed to declare that an experimental program for training people to teach disadvantaged children and youth should concentrate on school and community experiences and knowledge which would have a positive influence on the trainees developing personality.

Program Design

The design consisted of pre- and post-testing of personality variables on both an experimental and control group of teacher trainees. The "experimental variables" for the OFC group were the planned experiences in school and community. The control group participated in the regular teacher education program at California State College, Hayward. Comparative data on test scores is reported in the Discussion section of next chapter.

*Minutes of the Fourth Planning Meeting, July 5, 1967.

Educational components of the second year program were to include the following:

I. Curriculum:

- A. Dual Aim: individualized instruction and development of pertinent instructional materials for trainees and classroom youngsters.
- B. Intragroup interaction on learning processes.
- C. Peer group and cross-age tutoring.
- D. Modification of the sequential arrangement of the professional education curricular content.
- E. Ungraded class arrangements in the public schools.
- F. Transitional classes.

II. Teaching Strategies:

- A. Team teaching, including para-professionals.
- B. Analysis of approaches, e.g. inductive vs deductive processes.
- C. Use of district specialists in Music, Art, Math and Science.
- D. Use of community resource consultants.

III. Extra-Curriculum:

- A. After school study center. A.V. equipped.

IV. Parent Involvement:

Schedule and strands: Program sequence through blocks of time, with four major strands of activity, running throughout the year.

<u>Time blocks</u>	<u>Self-Knowledge</u>	<u>Seminar</u>	<u>Independent Study</u>	<u>Evaluation</u>
34	Tests, journals, encounter group counseling, etc.	Elementary methods, Sociology, Poverty case studies, problem centered, Psychology of Learning.	Assigned readings Production of instructional materials	Self-Appraisal, UC-B Evaluation Team, internal evaluation by candidates & staff
1	<u>Project Orientation:</u> Testing in-service session with Oakland Public School personnel, assignment to community projects.			
3	<u>Public School Observation:</u> School's function in community life, problems related to parents, community groups, etc. observation of teaching styles.			
1	<u>Analysis of Teaching:</u> Summary of reactions, experiences, problems, frustrations, successes, etc.			
12	<u>Supervised student teaching:</u> four half days per week.			
1	<u>Evaluation of Fall's Experiences:</u> Seminar arrangements, supervisors evaluation of student teaching. Community Project evaluation.			

Project Center

In late August, the headquarters was moved from Hayward to East Oakland. Office and classroom facilities were arranged in a renovated storefront building. The move was required first of all, because of savings on rental over the Hayward headquarters, and secondly, the convenience of its location to the assigned schools. The Center became an informal headquarters, for a variety of community groups interested in cultural, educational and political activities.

Summary

By late Spring, 1967, a new director and staff had been appointed to operate the second year program of Operation Fair Chance at Hayward. This new group developed a program which incorporated the best features of the first year. Among them, included the centralization of program operations, a reduction in the number of participating school districts, and more intense experiences in both the schools and the community. A tighter research design was developed. Its main focus was the investigation of changes in personality development of the trainees. Several hypotheses regarding cognitive and affective characteristics of trainees were postulated. The hunches expressed by the staff was that given the opportunity to have significant contact with the population, the trainee would tend to persist in employment in districts with heavy concentrations of disadvantaged students. The U.C. evaluation team agreed to test the formulated hypotheses.

A pilot Summer program was operated in conjunction with the planning. Elements of the projected Fall program were incorporated and proved to be quite effective as far as the candidates were concerned. The principals of the two schools used in the Summer program provided excellent recommendations for employment in the Oakland Public Schools for the thirteen candidates.

Organizational problems were mainly tied in with the school district's reluctance to "experiment". It was obvious that no one in the Oakland Administrative hierarchy was going to permit the Hayward staff to introduce new concepts of curriculum design or instructional techniques into any of the assigned schools. The teacher candidates were welcome to "do their student teaching" in Oakland schools and that was all. Nevertheless, despite the negative reaction, the staff decided that it had to work in the Oakland schools and would try to be influential in making needed changes in that district.

CHAPTER VI

HAYWARD PROGRAM IN OPERATION - SECOND YEAR

Background Information

By the end of August, 1967, it became apparent that the U. S. Office of Education would no longer fund the Operation Fair Chance Project.

The decision created a crises since commitments had been made to graduate students, faculty members and clerical staff, the Oakland School District, and various community agencies. A decision by the College administration, and the leadership of Dr. Ellis McCune, interim President, was made that two full staff positions from the instructional budget of the College would be transferred to the OFC project during the Winter Quarter. This support from the College proved to be the major factor in allowing the Project to continue throughout the next two years. Without that support, OFC would have had to terminate in August, 1967. Subsequently, the Community Study Coordinator resigned to accept a faculty position in the Peralta Junior College District. He was not replaced and the salary savings were applied to the short-term consultant budget.

Again, it was necessary to revise the program design. Obviously, without the services of the U.C. evaluators and the subsequent loss of a community study specialist, ad hoc methods were devised to cover these two phases of the program. The following narrative describes the activities of the second year program at Hayward.

Program Developments

The Fall program began with an all-day "Orientation" session with the second year class of 46 OFC candidates and Oakland School District personnel. College administrators greeted the group and provided encouragement for a successful enterprise. Purpose of the session was to acquaint the group with the goals of the

replaced by non-tenured persons; several teachers were in their first year of teaching; the student population had increased over an already over-populated school; the auditorium had to be used for math and industrial arts as a result of a fire which completely destroyed the metal and woodshops.

The first year's candidates who had worked at Elmhurst failed to secure positions with the Oakland District. The Secondary Coordinator indicated to the staff that they were not offered positions because they had been assigned to special projects outside their major or minor fields, and did not experience a satisfactory length of time in the classroom.

The decision of the staff to place candidates in the classrooms as quickly as possible, after the beginning of the academic year and in their major/minor fields, was partly dictated by the Oakland Public School Coordinator's ideas about good training and, also, the conviction that the long student teaching experience would provide the candidates with the opportunity to grow in teaching and would also provide the opportunity to see their pupils grow under their tutelage. This procedure was to restrict the junior high teacher candidates to teaching one hour a day in their major field and the balance of time was devoted to community work, independent study, course work, and attendance in the organized seminar with the other candidates.

Classroom activities of each candidate, of course, varied with the situation.

Some of the candidates were able to demonstrate quite early their special abilities. As an example, one mature female candidate, organized a city-wide elementary choral group which performed at a high level at the annual Christmas festival. She was offered employment (and accepted) at an Oakland School long before the end of the Spring semester.

Supervision methods were agreed upon by the staff. Each of the four OFC staff members were responsible for the professional growth of approximately 11 candidates. This ratio of 11:1 was an exceptionally favorable one from the standpoint of

Jan. 5 - Tape: "Teaching Standard English to Negro Children with a Non-standard Dialect" - Walter Loban

Jan. 12- Panel Presentation I: Socioeconomic Influence on Language

Jan. 19- Panel Presentation II: Linguistics and Usage

Jan. 26- Panel Presentation III: Instructional Methods.⁸

Instructional Methods

Since discrete course work was not required, other arrangements for presentation of curriculum content had to be made. As stated in the previous section, the major focus was on the twice-weekly seminars. One was devoted entirely to the skills and knowledge necessary for both elementary and secondary classroom teaching learning processes. The other, called a "General Seminar", was devoted to the acquisition of insights from behavioral and social sciences concerning the disadvantaged school population.

Candidates were provided with reading lists and were required to read and report on certain materials. In addition, each candidate kept a careful record of his significant experiences both in and out of the classroom.*

The Elementary Methods Seminar began on September 29, 1967. Reading and Language Arts met every Friday morning for a three-hour period. The first part of the language arts unit had to do with listening skills. Candidates were required to develop a sequence of listening lessons and focus upon better listening habits in their pupils. The candidates were given several reproduced materials and a comprehensive bibliography (See Appendix B) to get them started. The second part of the

Behind the objective of community participation for the OFC candidates, was the larger goal of educating teachers who would be change agents in the school and the community. The traditional role of teachers is too narrowly drawn and the schism between schools and communities they serve will continue until teachers are willing and able to move out of the classroom and develop new modes of interaction with the people of the community. Whether or not OFC achieved this ideal, at least with the second year class, will be discovered in the planned follow-up studies of all OFC candidates.

In-Service Activities

A few attempts were made to develop effective in-service programs for the Oakland Public School master teachers and administration. Elaborate program, of course, could not be designed because of the tight financial condition of OFC. Of interest to what can be done without incurring great costs was a teacher exchange program initiated by the OFC staff. The candidates manned the elementary classrooms in order to free the master teachers to observe classroom activities in neighboring school districts. Secondary master teachers, in turn, were able to see what was going on in the feeder elementary schools. OFC subsidized substitute teachers when it wasn't possible to use candidates to free the regular teachers. Monthly meetings were held with master teachers to discuss common problems.

A major in-service program subsidized by OFC was a semester long workshop in remedial and developmental reading for secondary teachers. The workshop grew out of a noticeable interest on the part of forty junior and senior high school faculty members to learn the techniques of diagnosis and remediation in reading.

